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ABSTRACT

This document contains the final report and selected materials and products from Project Learner Goals, a project undertaken to assist the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) in describing the form and content of project learner activities (activities serving short-term learner goals) within an ABLE-funded program and, ultimately, making recommendations for standards for programs serving project learners. The final report summarizes the objectives, outcomes, and impacts of Project Learner Goals, which included the following major activities: (1) research on project learner programs in Pennsylvania and nationally; (2) development of a working definition of "project learning"; and (3) development of an Individual Education Plan (IEP) format and assessment procedures that will be pilot tested in three ABLE programs serving project learners within Pennsylvania in 1999-2000. Appendixes constituting approximately 80 percent of the document contain the following items: (1) in-depth breakdown of the survey results; (2) practitioner guide that includes a definition of project learning, case studies of the goals and programs of two project learners, and guidelines for developing IEPs for project learners and assessing their progress; (3) an IEP for project learners; and (4) student intake data, assessment data, and exit data forms. (MN)

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ED 438 482

PROJECT LEARNER GOALS FINAL REPORT

Fiscal Year 1998 – 1999

Grantee: TIU Adult Education & Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown PA 17044
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Project Number: 98-99-9013

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Project Learner Goals
Final Report

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TIU Adult Education and Job Training Center

Fiscal Year 1998-1999

Grantee: TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, PA 17044
717-248-4942

Federal Funding: $48,930
Project Number: 98-99-9013

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ABSTRACT **Project Number**: 98-99-9013

Grant Recipient: TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, PA 17044

Program Name: Project Learner Goals

Grant Allocation: $48,930
Project Period: From 7/1/98 to 6/30/99
Project Director: Carol Shefrin

Project Purpose: . The purpose of the project was to assist the PA Bureau of Adult Basic and Literacy Education (ABLE) to define "project learners," to describe the form and content of project learner activities within an ABLE-funded program, and ultimately to make recommendations for standards for programs serving project learners. The target audience for the project includes not only the ABLE Bureau but also all agencies serving learners with specific, short term goals.

Project Outcomes: This project researched project learner programs (those serving short term learner goals) in the state and nationally and developed a working definition of "project learning." It developed an Individual Education Plan (IEP) format and assessment procedures that will be pilot tested in 3 ABLE programs serving project learners within Pennsylvania in 1999-00. Although recommendations for state standards was an anticipated outcome of this project, they will now be completed during 1999-00 following completion of the pilot tests.

Impact: The impact of this project will be determined after the IEP and assessment procedures have been pilot tested in 1999-00 at which point recommendations for state standards can be made. Pilot testing did not occur in 1998-99 because the research phase of this project took longer than anticipated. Research became a time-consuming task because there is very little information in the adult basic education literature identified as "project learning."

Products: Products of the project are a Final Report summarizing and presenting 1) the definition of "project learner" supported by research on the form and content of project learner activities and 2) a Guide for Practitioners and an IEP format.

Products Available From: Copies of the Final Report are available from the PA Department of Education's AdvancE State Literacy Resource Center.

Project Continuation and/or Future Implications: This project will be completed during the 1999-00 fiscal year. The rationale for this project continues to be valid--that, although agencies may serve learners with short term goals well, it is extremely hard to document their learning gains, and, under the new Workforce Investment Act, agencies receiving Title II funding will be accountable to report learner gains. Also, the National Reporting System now defines a category of adult students as "project learners," so it is necessary to have a system for reporting on assessment of those students.

Conclusions/Recommendations: The conclusions to be drawn as a result of initial work on this project are: 1) Based on research done to date, a standard definition for "project learner" does not exist and would be extremely useful to the field, and 2) based on the survey of program administrators, a) the IEP to be pilot tested will become a valuable tool when working with project learners and b) pilot sites to field test the IEP and assessment procedures will be recruited from Literacy Councils, Community-based Organizations and/or I.U.'s.

Introduction

Purpose and Objectives

"Project Learner Goals" addressed priority A - Special Demonstration/Experimental, 13. Short Term Learner Goals. The purpose of the project was to assist the PA Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) to define "project learners" and describe the form and content of project learner activities within an ABLE-funded program, and ultimately to make recommendations for standards for programs serving project learners. Outcomes of the project included a format for an Individual Education Plan (IEP) that will be used to provide the ABLE Bureau with standard information on students participating in project-learner activities. The IEP includes assessment procedures based on "Goal Attainment Scaling" that informally measure learners' gains within the confines of their often short term enrollment. The project objectives were:

- to research and define "project learning" as related to adult learners in ABLE programs to accomplish a specific short term objective related to a goal;
- to develop a standard IEP format to be used by programs engaged in project learner activities;
- to develop assessment procedures that can be used by project learners within the confines of short term enrollment in order to have data to be considered in establishing program performance standards for such programs.

Rationale and Background of the Project

This project provided for an analysis of an important part of ABLE program instruction. An important function of ABLE programs is to assist learners in meeting their goals. Often these goals do not fit the neat pattern of enrollment and participation that makes an easy match within the existing program structure. If all participants came in with uniform needs that could be met through a standard design of instruction, participation time, and assessment, practitioners' jobs would be easy. However, this is obviously not the case in dealing with the population of adults who enter programs with very diverse backgrounds, needs and goals. When an adult enters a program with a

specific short term goal, staff may well attempt to assist the learner to broaden his/her perception of need and eventually offer more extensive instruction. However, this longer term engagement is not always going to be a reality for the ABLE student population. Therefore, it is important to have a system for identifying and supporting these learners so they meet their goals and that programs have a way to document and report the achievements of these adults.

Project Time Frame

7/98 - 9/98 - Preliminary research and discussions conducted.

10/98 - Dehra Shafer, newly-hired Training Projects Coordinator, assumed coordination of the project; committee of assessment experts met to review and discuss possible resource materials including the "Adult Learner Skills Competencies" and "Goal Attainment Scaling";

10/98-5/99 - research activities conducted: Internet and phone research done by project staff; library and Internet research done by AdvancE and Western PA Adult Literacy Resource Centers staff;

11/98-1/99 - survey conducted of ABLE agency directors to gather baseline data on project learners; data analyzed and reported at PDC quarterly meeting;

4/99 - project staff visited and interviewed staff from the Arlington Education and Employment Program (REEP) "project learner profile" project;

6/9-7/99 - IEP and assessment procedures for project learners developed;

8/99 - final report written.

Project Staff and Key Personnel

The project was administered by the Tuscarora Intermediate Unit's Adult Education and Job Training Center (AEJTC). Key project staff were Carol Shefrin, Project Director, and Dehra Shafer, Project Coordinator; and Lori Forlizzi, Assessment Specialist. Staff support was provided by Heidi Watson, Workplace Coordinator; Sheree Goss, Operations Manager; and Ginger Shade, Secretary. In addition to project staff the committee of assessment experts that provided consulting

expertise included Barbara Van Horn and Sheila Sherow, Institute for the Study of Adult Literacy, Penn State University.

Dehra Shafer coordinated all aspects of the project. She conducted research herself as well as organized requests for research done by Cheryl Harmon, AdvancE State Literacy Resource Center, and Chris Kemp, Western PA Adult Literacy Resource Center. She developed and conducted the survey of program administrators and oversaw analysis of the data by Heidi Watson. She conducted phone and on-site interviews with Arlington Education and Employment Program (REEP) staff. Shafer has six years experience working in the field of adult basic and literacy education including writing grants and managing 353 projects for Penn State Public Broadcasting from 1987-92.

Carol Shefrin oversaw all aspects of the project. She provided direction for the research that was conducted. She reviewed and provided feedback on the survey that was sent to program administrators, on the data analysis from the survey, and on the development of the Practitioners' Guide and IEP. Shefrin has over 15 years experience directing adult programs for the I.U. and developing and implementing special projects for the PA Department of Education; she is also the Director of the South Central Professional Development Center.

Dr. Lori Forlizzi served as an in-house consultant for the project. She assisted with the interviews of the REEP staff and reviewed and provided feedback on the development of the IEP and assessment procedures. She has worked in the field of adult education for 13 years on a variety of research, curriculum development, and staff development projects.

Barbara Van Horn and Dr. Sheila Sherow served as external consultants and provided recommendations for resources for the project including use of the "Adult Learner Skills Competencies" and "Goal Attainment Scaling."

Audience

The target audience for the project was the Bureau of Adult Basic and Literacy Education and all agencies serving learners with specific short term goals.

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Project Dissemination

Copies of this report are filed permanently at the following locations:

1) PA Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street, 12th floor
Harrisburg PA 17126-0333

2) AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street, 11th floor
Harrisburg PA 17126-0333
Phone: 717-783-9192

Report

Statement of the Problem

This project has assisted the target audience in understanding how to determine project learner goals, design some possible approaches to instruction, and assess if these adults meet their short term learning goals. The problem faced by agencies serving learners with specific short term goals, and addressed by this project, is that, while often project learners are well served by ABLE programs, it is extremely hard to document learner gains. It is difficult, if not impossible, to obtain standardized assessment results for these adults. There is a great need in the literacy community to address this issue because, under the new Workforce Investment Act, agencies receiving Title II funding will be accountable to report all learner gains. Also, the National Reporting System now defines a category of learners as "project learners," so it is necessary to have a system for reporting learning outcomes of these adult students.

Goals and Objectives

The goal of the project was to assist the PA Bureau of Adult Basic and Literacy Education (ABLE) to define "project learners," describe the form and content of project learner activities within an ABLE-funded program, and develop assessment procedures for project learners. The project objectives were:

- to research and define "project learning" as related to adult learners in ABLE programs to accomplish a specific short term objective related to a goal;
- to develop a standard IEP format to be used by programs engaged in project learner activities;
- to develop assessment procedures that can be used by project learners within the confines of short term enrollment in order to have data to be considered in establishing program performance standards for such programs.

Procedures

"Project Learner Goals" was conceptualized to be completed in three parts.

During part 1 project staff researched "project learning" with the assistance of the PA State Literacy Resource Centers. Project staff also conducted phone and on-site interviews with staff from REEP who are currently engaged in the second year of a two-year project titled, "Project Learner Profile." From this research a definition of project learner was developed. Also during this phase program administrators were surveyed to ascertain what type of learning goals adult students pursue, what percentage of enrollees are project learners, and what percentage meet their goals. The purpose of this research was to arrive at some general characteristics that could be applied to this very specific type of learner, the learning activities they pursue, and the kind of agencies in which this type of learner is most often found.

In part 2 the IEP and assessment procedures were developed based on the research about various project learner initiatives. The committee of assessment experts considered various assessment procedures that would be appropriate for measuring short term progress of learners and recommended several resources to be utilized in the development of the instrument. They included "Adult Learner Skill Competencies" and "Goal Attainment Scaling" (GAS). Project staff also used information adapted from LitPro reporting procedures, Assessment*Instruction*Mastery (A.I.M.), the IEP used by the Tuscarora Intermediate Unit's Adult Education and Job Training Center, and various other instruments from the "Case Management for Adult Learners" module.

During part 3 the IEP and assessment procedures will be piloted in three learner project programs during the 1999-00 project year. Although a standardized test for short term enrollments meeting learners' goals does not seem to be a possibility or appropriate, it is expected that the assessment procedure being piloted will give the learner, the instructor, and the Bureau valuable information concerning a student's accomplishments within the confines of a short term enrollment. Staff from the pilot sites will be trained to administer the IEP and assessment procedures. After an appropriate amount of time, data will be gathered from the piloting of the IEP usage and analyzed in order to confirm (or refute) our expectation. Recommendations for possible standards to be derived from this data will be presented in a final report at the conclusion of the 1999-00 fiscal year.

Objectives Met

Two of three project objectives were met; the third objective was partially met. The following section describes how objectives were achieved and the outcomes of those objectives.

- **To research and define "project learning" as related to adult learners in ABLE programs to accomplish a specific short term objective related to a goal.**

The outcome of research to determine an appropriate definition of "project learning" yielded the following definition:

> A **project learner** comes to an adult education program with a specific, well-defined, contextualized learning need that will be achieved in less than 50 hours of instruction. The learner stays in the program just until the specific goal is accomplished.

However, arriving at this definition was a more complicated task than anticipated. Even librarians from the PA State Literacy Resource Centers could not find resource information when searching for "project learning." The National Reporting System now defines a project learner *activity* as "an activity of no more than 25 hours of instruction to teach a specific workplace skill." However, it does not provide a definition for project learning itself.

The most useful information ultimately came from work done by REEP practitioners. They conceptualize project learning as "an instructional approach that contextualizes learning by

presenting learners with problems to solve or products to develop." They have identified two types of "project learners" and use two similar definitions. Our project chose to adapt one of those definitions into the one presented above.

To provide support for, and further elaborate upon the definition of "project learner" that we adopted, project staff surveyed program administrators of ABLE-funded agencies. The purpose of the survey was to arrive at some general characteristics that could be applied to project learners and to identify the learning activities they pursue and the kind of agencies in which this type of learner is most often found.

Surveys were returned from 129 agencies, a return rate of approximately 65%. Analysis of data indicated that the most prevalent goals among project learners are:

1. Fill out a job application (83 responses)
2. Improve work-related reading skills (77 responses)
3. Improve family specific skills such as helping children with homework (76 responses)

All three goals were cited most often by Community-Based Organizations. However, Literacy Councils reported having the highest percentage of project learners (67.8%), the most diversity in project learner goals, and the highest completion rate (67.3%).

All types of agencies reported that the percentage of their enrollments who had project learning goals ranged from 5% to 100% with many agencies reporting 80-90%; that the number of hours a student spends enrolled in project learning ranged from 10 hours to 140 hours with the majority estimating 30-60 hours; and that the percentage of students completing a project learning goal ranged from 10% to 95% with the majority reporting 50% or more.

Additional research related to project learner activities indicated that many programs are using individual educational planning tools and assessment procedures to help teachers and tutors plan their strategies for instruction based on learner goals. Those goals may well be short term, project learning goals. However, programs do not specifically identify their procedures and tools as being appropriate for project learners. Two specific examples are relevant for project learning.

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One project is Assessment*Instruction*Mastery (A.I.M.). A.I.M. was developed by a literacy group in Oregon to help programs aid their tutors in planning instruction. It allows tutors to adapt skill assessment and instruction to the student's specific goals and interests. Skills to be learned are identified for each proficiency level and could be adapted for project learners.

A second project is titled "LINKS from Learning to Life." The purpose of the project was to develop curriculum for tutors using A.I.M. in their work with students. It is a good example of curriculum that could be used with project learners but has not been labeled in that way. Such discoveries reinforce the need for a common language for project learning as well as the need for tools, such as an IEP, that will clearly identify project learners and help practitioners assist students to define learning goals, plan instruction and assess learning of project learners.

- **To develop a standard IEP format to be used by programs engaged in project learner activities;**
- **To develop assessment procedures that can be used by project learners within the confines of short term enrollment.**

Research for information that would assist in the creation of an IEP and appropriate assessment procedures led to the decision that the development of this instrument would be based on certain assumptions outlined by Judy Alamprese in "Promoting Systemic Change in Adult Education." First, the instrument would have multiple purposes but it would be developed with the learner in mind as the primary client. Having clearly defined goals that identify his/her strengths reinforces a learner's participation in a program. Second, the instrument would contain data of importance to the instructor. The program intake data and assessment data provides several types of information that instructors can use in planning instruction that include: 1) goals for participating in a program; 2) learning strategies that work best for the learner; 3) learner's attitude toward learning; 4) skill level at time of entry into a program; and 5) progress made toward goal attainment while in the program. Finally, the instrument would contain data that an administrator can use to help effectively manage a program.

In order to meet the above criteria, project staff drew on a variety of sources in the development of the IEP and assessment procedures. First, to comply with reporting requirements, demographic information that is consistent with what must be entered into LitPro is collected. Educational, learning style and employment information is included so that the learner and instructor together can identify learning strategies that will work best for the learner. Through discussion, the learner's past experience and entry-level skills baseline information about the adult's proficiency level at the time of entry into the program help determine an instructional plan. The IEP also includes a matrix for instructional planning. The assessment procedure from GAS is also included and recommended so that learner and instructor together can informally assess the learner's progress on reaching his/her goal. Also, even though GAS is an informal assessment process, GAS provides numerical results that can be reported for accountability purposes when a program administrator must document learner gains.

Objective Not Met

- **To develop assessment procedures in order to have data to be considered in establishing program performance standards for such programs.**

There is not yet data upon which to base recommendations for program standards because pilot testing of the IEP and assessment procedures did not occur during the 1998-99 fiscal year. There was inadequate time to recruit and train pilot sites because the research phase of this project took longer than anticipated. Research became a time-consuming task because there is very little information in the adult basic education literature identified as "project learning."

Evaluation Instruments, Techniques and Results

Evaluation of this project is only partially done and will be completed during the 1999-00 fiscal year.

- The development of a definition of "project learner" has been completed based on state and national research.
- The development of an IEP to be used with short term learners is completed; its transferability to any ABLE program will be determined during 1999-00.

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- The development of assessment procedures for short term learner goals has been completed; evaluation of their usefulness will be done in 1999-00.
- The piloting of the IEP and assessment options in 3 short term learner projects will be done in 1999-00.
- The compilation of data from the above activities and completion of a report of the data and recommendations for standards to the Bureau will be done in 1999-00.

Dissemination

Dissemination of the project results will be through the Tuscarora Intermediate Unit's Adult Education and Job Training Center, ABLE Professional Development Centers, and the PA Department of Education's AdvancE State Literacy Resource Center.

Conclusions and Recommendations

There are several conclusions that can be drawn as a result of the initial work done on this project. First, even though "project learner" is a term now used by the National Reporting System, "project learning" is not a commonly used term in the adult basic education literature. Also, results of the survey of program administrators indicate that ABLE programs have many students who "fit" the working definition of project learner that this project adapted from REEP.

Recommendation to ABLE: Request a standard definition for "project learner" from the National Reporting System.

Second, the working definition for a "project learner" that was identified proved to be useful in the subsequent survey of program administrators that was conducted. However, the extremes of variation in answers to the "estimate questions" asked of program administrators provided evidence that project staff need to come up with a plan for collecting information about project learners that does not rely on self perceptions and self reporting. Therefore, the IEP to be pilot tested in 1999-00 will provide us with additional data in categorizing "project learners."

Finally, the results of the survey of program administrators indicated that the topics most studied by project learners were 1) learning to fill out a job application, 2) improving work related reading skills, and 3) improving family specific skills such as helping children with homework.

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These goals were cited most often by Community-Based Organizations. However, Literacy Councils reported having the highest percentage of project learners as well as having the most diversity in project learner goals. Literacy Councils and Community-Based Organizations both reported high completion rates as did Intermediate Units. Therefore, project staff will recruit the three pilot sites to field test the IEP and assessment procedures from among these types of agencies. Attainment of project learning goals is crucial in the choice of programs to be pilot sites. If programs have low completion rates, then project staff will not be able to accurately measure the validity of pilot test results.

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Appendix A

Survey Results

Observations of the Learner Goals by Organization Type

What topics most studied by Project learners and used by their programs?

Out of 129 responses

83 Assist with filling out job applications	68 Work related writing
77 Assist with work related reading skills	67 Work related math
76 Assist with Family specific skills	65 DL Acquisition

Recommendation: Organizations chosen to be pilots should be concentrating in the top three areas.

Which organizations had the top amount of responses?

35 Community
24 School Districts
20 Correctional Facilities
16 Literacy Councils

Which organizations seemed to be the most diverse in serving students?

Of the top responders:

Community based education was only medially diverse in activity.
School Districts had poor diversification.
Correctional Fac. had little diversification due to limitations of participants.
Literacy Councils diversification was vast meeting consistently nearly all topics.
Community colleges and IU's were consistent and medially diverse.
Other organization responses were low skewing the analysis.

Recommendations: Literacy Councils may be an area to pilot programs because all types of learning goals are being pursued.
Community college and IU's may be another option for pilot because of consistency of responses.
Consistency - a similar number of programs were pursuing goals in all goal categories.

Learning Goals By Organization Type

# Resp	Org Type	DL Aquis	CDL Prep	FO Job Ap.	Reading	Writing	Math	Family	Citizenship	GED/ABE	ESL	2ndary Ed	Car Serv	Life Skills	Technical
16	Literacy Councils	14	13	13	15	10	11	16	11	4			3		
24	School Districts	5	5	13	12	15	11	12	12	6	1			3	
10	Intermediate Units	6	6	5	7	7	6	7	4		3	3	4	2	
3	Libraries	3	3	3	3	2	3	2	3		1	2	1	1	
35	Community Based	24	5	26	18	15	15	25	18		3		4	1	
9	Community Coll.	4	1	6	6	5	4	6	4	3	2	1	2	1	
2	Institutions	1	1	2	2	2	2							2	
20	Correctional Fac.	4	4	9	8	6	9	2	2	2			1	5	
8	Other Misc	4	1	6	6	6	6	6	2	1	1				2
127	Totals	65	39	83	77	68	67	76	56	16	11	6	15	15	2

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Observations of the Survey Statistics

Total number of students reported enrolled with project learner goals: 16,436.00

Top enrollment in programs included:

4834 Community Based
4442 Community College
2557 IU's
2002 Literacy Councils

There is a significant difference between top and mid range enrollment.
Note these four differ from the top 4 responders.

Top three in percent of total enrollment average:

Literacy Councils	67.8
Correctional Fac.	61.0
Community Base	59.0

All three categories had a few smaller programs that brought the average down.
Note IU's % of enrollment average was 50%

Median of this information show the following

Literacy Councils	80.0
Correctional Fac.	75.0
Community Base	73.5
IU	33.0

# of hours spent average:

Correctional Fac.	81.1 We can expect this to be high due to participants life style.
School Dist	60.9 School districts had very little diversification of learner goals.
IU's	63.3
Community	56.2
Lit Councils	46.1

Note that these come close to or over the PDE standard of 50 hours.

Percent completing program goals average:

Lit councils	67.3
Community	57.9
IU's	65.6

This category is crucial in the final choice of programs to pilot the assessment, if programs have low completion we will not accurately be able to use the assessment instrument and have results.

Recommendation choose 2 programs from each of these three categories:

Lit Councils
Community Based
IU's

These programs should be serving project learners striving to attain goals consistent with goals most studied by project learners.

Survey Statistics

# Resp	Org Type	# of students	% of total range	% of total avg	% of total median	# of hours range	# of hours avg	# of hours median	% compl. range	% compl. avg	% compl. median
16	Literacy Councils	2002	10-100	67.8	80	20-104	46.1	48	35-100	67.3	65.5
24	School Districts	1110	4-100	53.2	52.5	20-200	60.9	50	20-100	65.2	80
10	Intermediate Units	2557	10-100	50.1	33	20-250	63.3	30	20-100	65.6	72.5
3	Libraries	167	51-100	79.7	88	35-60	46.7	45	42-98	76.7	90
35	Community Based	4834	5-100	59	73.5	10-150	56.2	50	4-90	57.9	67.5
9	Community Coll.	4442	6-100	55.6	60	*8-70	30.4	25	*5-95	57.2	70
4	Institutions	206	6-100	53	53	30-300	165	165	80-95	87.5	87.5
20	Correctional Fac.	808	4-100	61	75	10-199	81.1	50	4-100	50.5	50
8	Other Misc.	310	10-100	54.7	59	20-50	40.7	45	50-90	75.3	80
129	Totals	16436									

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funct.	# of students	% total enroll	# of hours	%complete
	95	80	25	66
	25	80	65	95
	18	17	20	65
	10	20	65	100
	200	40	50	50
	54	90	50	45
	280	90	48	60
	95	80	25	66
	25	80	65	95
	300	80	35	75
	18	17	20	65
	282	100	104	75
	500	75	25	50
	100	100	48	35
Total	2002			
median		80	48	65.5
average		67.7857143	46.0714286	67.2857143
range		17-100	20-104	35-100
Mode		80	25	66

funct.	# of students	% total enroll	# of hours	%complete
	50	4	20	20
	80	100	50	80
	130	100	20	45
	80	100	60	80
	50	4	70	80
	30	70	75	80
	140	75	20	35
	2	5	20	95
	220	100	50	80
	10	15	200	50
	60	100	20	90
	20	20	60	50
	80	35	20	45
	38	100	27	80
	15	4	150	50
	20	5	30	60
	18	6	72	25
	30	100	150	100
	20	20	25	95
	17	100	80	
Total	1110			
median		52.5	50	80
average		53.15	60.95	65.2631579
range		4-100	20-200	20-100
mode		100	20	80

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funct.	# of students	% total enroll	# of hours	%complete
	281	100	55	80
	60	30	25	20
	28	25	20	75
	200	10	25	50
	132	36	38	80
	956	75	30	50
	100	25	250	70
	800	100		100
Total Studnets	2557			
median		33	30	72.5
average		50.125	63.2857143	65.625
range		10-100	20-250	20-100
Mode		100	25	80

funct.	# of students	% total enroll	# of hours	%complete
	100	88	35	98
	30	51	45	42
	37	100	60	90
Total	167			
median		88	45	90
average		79.6666667	46.6666667	76.6666667
range		51-100	35-60	42-98
mode		#NUM!	#NUM!	#NUM!

	# of students	% total enroll	# of hours	%complete
	125	85	75	70
	4	6	60	19
	8	19	25	90
	25	10	52	85
	1850	67	50	55
	60	100	100	75
	59	100	32	75
	100	80	150	58
	36	100	20	85
	547	100	32	30
	40	50	60	60
	20	40	25	70
	75	83	50	40
	92	80	70	75
	15	5	100	90
	350	50	48	70
	160	90	34	85
	500	65	102	50
	90	90	10	50
	28	80	120	85
	12	99	45	35
	90	90	75	90
	30	18	60	70
	90	100	50	19
	125	85	10	70
	8	19	25	5
	35	21	24	10
	15	13	62	4
	28	30	64	65
	5	14		52
	20	16		
	189	89		
Total	4834			
median		73.5	50	67.5
average		59.1875	56.2068966	57.9
range		5-100	10-150	4-90
mode		100	60	70

funct.	Total # students	% total enroll	# of hours	%complete
	100	100	30	30
	60	100	15	75
	700	65	40	60
	1440	33	20	70
	70	90	70	80
	17	30	50	95
	30	16	10	10
	25	6	8	5
	2000	60		90
Total	4442			
median		60	25	70
average		55.5555556	30.375	57.2222222
range		6-100	*8-70	*5-95
mode		100	#NUM!	#NUM!

funct.	Total # students	% total enroll	# of hours	%complete
	28	6	30	80
	178	100	300	95
Total	206			
median		53	165	87.5
average		53	165	87.5
range		6-100	30-300	80-95
mode		#NUM!	#NUM!	#NUM!

funct.	Total # stucents	% total enroll	# of hours	%complete
	5	10	10	5
	80	100	94	80
	49	49	187	35
	4	5	102	4
	50	100	10	20
	300	50	25	25
	50	90	30	80
	2	4	199	100
	55	100	150	75
	50	100	55	50
	5	10	199	5
	110	75	10	80
	48	100	45	98
			20	
Total	808			
median		75	50	50
average		61	81.1428571	50.5384615
range		4-100	10-199	4-100
mode		100	10	80

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funct.	Total # students	% total enroll	# of hours	%complete
	10	10	30	50
	200	100	50	92
	30	95	40	90
	20	33	45	80
	10	5	20	90
	40	85	50	50
			50	75
Total	310			
median		59	45	80
average		54.6666667	40.7142857	75.2857143
range		10-100	20-50	50-90
mode		#NUM!	50	50

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Appendix B

Project Learning: A Guide for Practitioners
Individual Education Plan (IEP)
LitPro Data to be collected

Project Learning: A Guide for Practitioners

TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR103 North
Lewistown, PA 17044

What is Project Learning? What impact does Project Learning have on your tracking plans? How can you measure Project Learning? What procedures do you need to determine the goals of a Project Learner? What documentation is required for Project Learning? How can you best serve the Project Learner?

This Guide will provide you with information to support your work with this important segment of your student population.

What is Project Learning? Project Learning is a recognized area of study in adult education. Project learning is a term that has been used to mean a variety of things in adult education. For our purposes a definition of a Project Learner is:

A project learner comes to an adult education program with a specific, well defined, contextualized learning need that will be achieved in less than 50 hours of instruction. The learner stays in the program just until the specific goal is accomplished.

Do you have Project Learners in your adult education program? Probably, the answer is yes. Our recent research of adult education programs in PA has shown us that the majority of programs serve Project Learners; particularly in Literacy, Community Based, and IU programs.

We know our learners have widely varied goals when they enter our programs. They can be as varied as the learners themselves. A Project Learner enters your program with a very specific goal. The Project Learner can be self motivated or may have some external direction in seeking help. While a practitioner's role in working with a Project Learner is not to tell the learner what he needs it is often helpful to think of Project Learning as a place to start with a learner, and to keep the big picture of the basic skills in mind. That is, a learner may begin studies with a short term, finite learning goal, but may come to welcome continued basic skills instruction upon the initial goal's completion.

What are some examples of Project Learning? Although some examples are listed below, these goals may not be Project Learning in all cases; i.e., acquiring a driver's license may be a long term goal for some of our learners and might take many hours of instruction in a literacy program. Remember, one defining characteristic of a Project Learner is we are able to estimate that he or she will not remain in the program for more than 50 hours of instruction.

Project Learner examples:

- successfully acquiring a driver's license
- passing citizenship test
- improving GATB scores
- improving higher education placement test scores
- brushing up in one specific academic area

- learning specific workplace skills such as reading a ruler or following directions
- helping a child with homework in a specific area
- preparing for the CDL exam
- completing job applications

What does Project Learning look like within an adult education environment? Considering the following case studies may help to illustrate.

Case #1

Michael was referred to the adult education program by a friend who came for his GED. He wants some help with measurement. He has been having problems at work in a glass manufacturing plant. Measurement is key to his job for both accuracy and safety. He has gotten "in trouble" a couple of times for his job performance. He's worried about losing his job. He is confused about the metric instruments he has to use. Michael's goal is to improve his ability to do metric measurement.

Michael meets with an intake worker at the Adult Education Center and describes his situation. Together they analyze what skills Michael has and what he needs in order to accomplish his goal.

Next, they discuss the general time frame for completion of the goal. Michael needs to show his supervisor improvement within

the next month. The Project Learner goal is then broken down into more specific components and a time frame is also attached to those parts. Michael will study metric measurement using a computer software program. He'll be assisted by an instructor and will attend for 4 weeks for 6 hours each week. The intake worker and learner become a team to clearly define the goal and the objectives within the goal. They discuss realistic time frames and then they need to decide how to measure learning. They decide to use the informal tests that accompany the software Michael will use. The real "test" of learning in this case will be Michael's success on the job.

Michael keeps to his plan. He and the instructor he is working with re-visit his IEP each week to see if he is on target. They keep a file with Michael's work and can see the progress he is making. At the end of his 24 hours he has confidence in his new skills and feels he will improve at work.

Case #2

Terry wants to get her driver's license. She has wanted to do this for a long time but she is afraid of the test. She is not sure she can read well enough, and she gets very confused by the symbols on signs.

Terry comes to a literacy program and meets with the coordinator. They discuss her goal and the fact that Terry needs to meet this goal in order to have better opportunities in her

Welfare to Work program. Terry and the coordinator complete an IEP and develop a plan for her participation. Since Terry has family and a part time job she feels she can only work with a tutor for 2 hours a week. She hopes to learn enough to test for her license in 12 weeks. Terry takes the Literacy Level TABE which shows her learning strengths and weaknesses. Terry and the coordinator decide that Goal Attainment Scaling will be the assessment system used to track Terry's progress in some areas she will work in to achieve her goal.

A tutor is matched with Terry. They develop a plan of material to be covered each week and use the Goal Attainment Scale to track Terry's progress. They begin by working in some books specifically for driver's license preparation. They will also work with the actual driver's license manual. They regularly review the Goal Attainment Scale to determine the mastery of specific skills. Terry gains more confidence and is ready to take her test on time.

During this short term enrollment, Terry decides she might like to continue working with the tutor on a long term goal, improvement of her reading. She wants to help her children with their homework.

How do you determine if a client is a Project Learner? In many cases learners will make that determination themselves and will

tell their initial contact in the program: "I'm here because I took the entrance test at South Hills Business School and they said my English score was too low." Other times it will take more discussion to get to clearly define the goal. This initial determination should be done as a partnership between the learner and either an intake worker, counselor, case manager, literacy coordinator, or instructor. Once goals have been established the instructional plans should be developed in partnership between the instructor and learner.

Individual Education Plan

The IEP (Individual Education Plan) becomes the central piece of documentation in the Project Learner's file. It contains initial goals and the assessment of goal achievement. It should become the "cover sheet" for the learner's file. Directions and an IEP form follow the conclusion of this guide.

A part of the IEP deals with assessing the Project Learner's progress. This is essential for both the learner and for planning instruction.

Assessing the Project Learner

Portfolios

Since it is often difficult to document a Project Learner's progress with standardized tests other documentation is critical. An excellent way to assess a Project Learner's progress is by maintaining a portfolio. The IEP should be contained in the portfolio and should give structure to the work contained. The

portfolio should contain examples of the learner's work so that progress can be demonstrated. The portfolio should also contain any standardized or informal assessments being used. It is important that each item in the portfolio is dated and that comments are attached to describe what the item represents. For example, you may include a pre and post test from computer software for the Project Learner who is preparing for the CDL exam. You would note the dates the tests were given and the results. You also could use these results for developing next steps or revising time frames that were initially determined on the IEP. As a practitioner in an adult education program there are many resources available to you about portfolios. Advance, the adult education resource center at PDE, can assist you with further information about portfolios. In addition, your regional Professional Development Center can assist you in this area.

The following section outlines some options for assessing progress of Project Learners. These assessment records can be kept as part of a portfolio.

AIM

AIM (Assessment, Instruction, Mastery) is an assessment tool that is being developed by Oregon State and being pilot-tested in some literacy programs throughout Pennsylvania. In the AIM assessment system, skills have been grouped at levels for basic skills (beginning, intermediate, advanced) and ESL (beginning, intermediate, advanced beginning, advanced). For instance, the

beginning basic skills level has 12 skills to be learned. Students have to provide two examples of evidence that a skill can be completed for it to be "learned." Here is an example of a skill at the beginning basic skill level and a sample example of evidence for that skill:

skill 1: student can use written directions and a simple map to find a destination. Example of evidence for this skill: student can use a map and descriptive material to explain how to reach a destination.

When 10 (or 80%) of the skills on this list have two documented examples of evidence that the student can complete the skill, the level is completed and the student moves to the next level (intermediate basic skills). AIM may be a tool that is useful for Project Learners if the skills they want to work on coordinate with the AIM skill levels. For more information about AIM, contact Karen Mundie at Greater Pittsburgh Literacy Council. The GPLC currently has funding to pilot-test AIM in Pennsylvania ABLE programs.

Other informal assessments

Instructors working with project learners may use a variety of other teacher-developed or published informal assessments to track progress of their learners. For example, the tests in the metric measurement software program that Michael used, or the end of unit exercises in the Challenger series, are examples of a published informal assessment. Teachers may create

their own informal assessments including inventories (students are presented with a list of items and indicate the items that apply to them), interviews with students, logs of completed activities (such as lists of books read or lessons completed) or charts (these might show the number of vocabulary words a student learns every week).

GAS

GAS (Goal Attainment Scaling) is a good way for a learner and instructor to work in partnership to define goals, determine what skills are needed to meet those goals, and to then examine success in developing the necessary skills. GAS will also allow you to break larger goals into smaller, more manageable objectives. Forms for using GAS as a documentation of learner progress are attached. Training on using the GAS system of assessment is available to you through your Professional Development Center. The GAS is introduced in the training module on Assessing Adult Learners.

Standardized Assessments

For reporting purposes to the Bureau of ABLE it is always preferable to have pre and post standardized test scores. With your Project Learners it is important to administer the most appropriate standardized pre test. There are two main reasons to do so: 1) the information you receive from the pre test will give you helpful direction in planning materials and curriculum and will assist you in determining the strengths and weaknesses

of your learner; and 2) if the learner remains in the program after the project goal has been accomplished and reaches 50 hours of participation, you will be able to administer a post test on a standardized assessment. This will allow you further evaluation of learner progress and will also give you accepted documentation to submit through Litpro to the Bureau of ABLE.

Conclusion

Project Learners are an important segment of our adult education customers. We need to be creative and organized in our efforts to serve them. We also need to document their participation and progress for all stakeholders involved (learners, staff, ABLE Bureau, funders). Using and IEP and appropriate assessments with all Project Learners will allow for the most quality services to these learners. Support for your work with Project Learners is available through the Bureau's Advance Resource Center and your regional Professional Development Centers.

Individual Education Plan (IEP)

for Project Learners

Directions

Project Learners are to be enrolled in your ABLE 231 or Act 143 adult education programs. Data on these learners needs to be entered into Litpro. As you are meeting with your learner a good way to begin is to gather the demographic data required by Litpro. A paper version of what is included is attached. Although standardized testing with Project Learners is not always possible it is still important to have the learner take an appropriate standardized test early in the instructional program, even on the first day. The results of this assessment should also be entered into Litpro. If the learner participates beyond attainment of the project learning goal and is enrolled for more than 50 hours, a post test should be given.

As you are completing Litpro questions # 17 (Major reason for participating in program) and # 18 (Goals and Achievements) you can begin to determine if your client is a Project Learner. Keep the definition of Project Learner in mind. It is important to make this determination in order to complete the right IEP for this person and to plan appropriate learning strategies.

Once the Litpro information is completed and you have determined that your client has a project learning goal as the primary reason for attendance, complete the rest of the Project Learner IEP. Your further discussion with the learner will help to make general goals more specific.

You will need to determine what skills are needed for a learner's goal to be met. Suggested resources for examining skills that may be needed are:

Adult Learner Skills Competencies

Equipped for the Future-Skill Standards

Framework for Work-Based Foundation Skills

Information on these resources may be requested from Advance at PDE.

Once your demographic (Litpro) information is obtained, a good way to proceed with a learner is to ask the questions on the following pages.

After you have obtained answers to the questions, appropriate skill levels for goal attainment can be determined.
Complete the Skills matrix; have the learner leave the session with a copy of the Skills matrix.
Later, transfer the skills to the GAS matrix. Use this tool for later meetings with the learner.

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Learner Name_____

Staff completing IEP_____

Project Learner Goal: _____

Can this goal be achieved is 50 hours or less of instruction: _____

Education history

1. **What was the last grade you completed?**
2. **Do you have any speaking, writing, language problems? (ESL)**
3. **What did you like about school?**
4. **What did you not like about school?**
5. **What was your favorite subject?**
6. **What was your least favorite subject?**
7. **What is your academic strength?**
8. **What is your academic weakness?**
9. **Why did you leave school?**
10. **Since leaving school, what other educational activities have you been involved in?**
11. **Do you like to read?**
12. **If yes, what kinds of things do you like to read?**

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13. How are your math skills? Do you need to better your math skills for work or other activities (home improvement, measurements for recipes, etc.)?

14. Do you have any serious learning problems?

15. Were you in any special classes in school?

16. Did anyone ever tell you that you were learning disabled?

17. Do you know what your disability is?

18. Was there a specific diagnosis?

19. Did you get special services in school?

20. Does anyone in your family have a learning disability or problem?

<u>Learning styles/preferences</u>

1. What is the easiest way for you to learn something?

2. by reading?

3. by listening?

4. by doing a hands-on activity?

5. a combination?

6. What learning setting do you like the most?

7. independent study?

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8. classroom group instruction?

9. small groups?

10. large groups?

11. one-on-one?

12. computer programs?

13. What learning environment do you like?

14. very quiet?

15. moderate background noise?

16. activity around you?

17. no one else around?

Employment/volunteer history

1. Are you working now?

2. Where?

3. Specifics of job duties?

4. What was your last job?

5. What were some of the other jobs you've had in the last 10 years?

6. What was the longest job you've had?

7. What special work skills do you have?

8. What areas of your job performance would you like to improve?

9. Have you ever used a computer?

10. Describe your computer skills

11. Have you been in the military?

12. What skills did you learn there?

13. Have you ever been a volunteer?

14. What skills did you learn volunteering?

15. Other skills/special interests/activities/things you like to do in your spare time?

Goal Setting

1. What is your main reason for attending our program?

2. What do you hope to achieve?

3. What time commitment can you give towards this goal?

4. What initial skill levels do you think you have to meet your goals?

5. What skills do you need to make your goal?

6. How will we assess your success in meeting your goals?

Steps to reach your goal

- **Identify the skills needed to reach goal**
- **Develop instructional plan**
- **Determine time frame**
- **Plan meetings to assess progress**

Instructional Assessment and Planning

1. Identify the skills that your student will need to learn in order to reach his/her goal.

2. Determine what will be appropriate evidence that learning has occurred.

Skill #1 to be learned: start date:	Evidence of learning: completion date:
Skill #2 to be learned: start date:	Evidence of learning: completion date:

3. Record each skill in a Goal Attainment Scaling (GAS) matrix.

4. Design instruction, including learning activities, that will teach the student the listed skill(s).

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Assessment of Progress

Goal Attainment Scaling (GAS) Matrix*

1. Each skill has its own scale (or column) in a GAS matrix.
2. For each skill, the level of skill attainment (expressed in terms of an indicator) and the designated date that the student will demonstrate evidence of learning are entered in the matrix.
3. At the designated time, the level of skill attainment is identified using the indicator and a check mark is placed in the appropriate GAS matrix box.

Level of Attainment	Skill #1:	Skill #2:
Much more than expected +2		
Somewhat more than expected +1		
Expected level of outcome 0		
Somewhat less than expected -1		
Much less than expected -2		
Designated Start Date		
Designated Time for Review of Progress		

*adapted from GAS (Goal Attainment Scaling)

Instructional Assessment and Planning

Skill to be learned: start date:	Evidence of learning: completion date:
Skill to be learned: start date:	Evidence of learning: completion date:
Skill to be learned: start date:	Evidence of learning: completion date:
Skill to be learned: start date:	Evidence of learning: completion date:

Student Intake Form

Required fields are in bold.

Date of Enrollment: ___/___/___ **Program Year**: _____

Class Name / Tutoring Site: _____ Teacher/Tutor Name: _____

1. Name _____
   (Last) (First) (M.I.)
2. **Social Security Number** /_/_/_/-/_/_/-/_/_/_/_/ If no SS # use all 9's.
   If no SS#, why _____
3. **Program** (select one): ___ Adult Ed ___ Adult Literacy___ Family Literacy
   ___ Workplace ___ Corrections ___ Other.
4. **Student's initial entry level** in this program year based on pretest scores (select one):
   - ❑ Beginning Literacy ABE 0-1
   - ❑ Beginning ABE 2-5
   - ❑ Intermediate ABE 6-8
   - ❑ ASE 9-12
   - ❑ GED Prep 9-12
   - ❑ Beginning Literacy ESL 0-1
   - ❑ Beginning ESL 2-4
   - ❑ Intermediate ESL 5-6
   - ❑ Advanced ESL 7-10
5. **Home Address**: Number & Street _____
   City _____ **Zip Code** _____ ___ OK to mail
6. Telephone (home) _____ Circle *OK* to call home
   Telephone (work) _____ Circle *OK* to call work
7. **County** (name) _____ **School District** (#) _____
8. **Area** (select one): _____Rural _____ Urban **Gender** (select one): ___Male ___Female
9. **Ethnicity** (select one): ____Asian ____Black ____Hispanic _____Native ____White
10. **Date of birth**: ___/___/___ (Month / Day/Year).
11. **Student household status** (select one).
    - ❑ Head of a Single Parent Household
    - ❑ Head or Spouse/Partner in 2 Parent Household
    - ❑ Head or Spouse/Partner-No Dependents
    - ❑ Dependent Member of Household
    - ❑ Living in Group Quarters
    - ❑ Living Alone
12. **Number of Dependents Under 18** _____
13. **At time of enrollment student is** (select one):
    - ❑ employed - full time
    - ❑ employed - part time
    - ❑ unemployed but available for work
    - ❑ not looking for work
    - ❑ unavailable for work
    - ❑ retired
14. **Last grade of school completed** (circle one):
    0 1 2 3 4 5 6 7 8 9 10 11 12
    Special Education /IEP diploma Non-English Diploma Post high school study ed. 8/99

15. **How did student find out about this program?** (select only ONE):

- ❑ School Board, IU, School announcement
- ❑ Newspaper, radio, TV
- ❑ Handout, mailed leaflet
- ❑ Sign, billboard, phone book (not in school, worksite, agency)
- ❑ Relative, friend, acquaintance
- ❑ Employer/union-worksite announcement
- ❑ Previously studied ABE/GED or Adult Literacy
- ❑ School/college counselor/teacher
- ❑ Institution (group home) personnel
- ❑ Library/other independent
- ❑ Community agency/human service agency
- ❑ Clergy/church group
- ❑ PIC/JTPA SPOC program
- ❑ Rehab. Counselor, caseworker, OES job service
- ❑ Court: Probation, parole, etc.
- ❑ Military recruiter
- ❑ Political/public official
- ❑ Other (none of the above)

16. **Check those that apply. At time of enrollment the student:**

- ❑ receives public assistance?
- ❑ has a disability: type _____
- ❑ institutionalized
- ❑ a homeless adult
- ❑ an immigrant
- ❑ limited in English proficiency(LEP/ESL)
- ❑ a displaced homemaker
- ❑ in an Employment Prep Program
- ❑ in a correctional institution (circle one: community, county, state, or federal)

17. Major **reason for participating** in program (select only ONE):

- ❑ to improve job prospects
- ❑ to learn better English
- ❑ to obtain driver's license
- ❑ to obtain citizenship
- ❑ to get diploma or certificate
- ❑ to qualify for training military
- ❑ to read to or help children with homework
- ❑ social acceptance, self satisfaction
- ❑ qualify for college, business school
- ❑ required by probation, welfare, parole
- ❑ to achieve competency in reading/spelling, etc., with no specific purpose in mind
- ❑ to achieve competency in math
- ❑ other (none of the above)

18. **Goals and Achievements** (to be completed as student sets and meets program milestones or at the end of the Program Year)

Date Set __/__/__ **Status:** __Achievement __Active __ Met __ Set higher goal

Category: _____State-Federal _____ Personal **Type:**

Educational

- ❑ obtain high school diploma
- ❑ passed GED
- ❑ entered higher education
- ❑ enter academic program
- ❑ enter military
- ❑ met personal objective

Societal/Community

- ❑ receive US citizenship
- ❑ register to vote
- ❑ vote first time

Economic

- ❑ be remove from public assistance
- ❑ gain employment
- ❑ secure employment / advancement
- ❑ attain state driver's license

Family

- ❑ read more to child(ren)
- ❑ greater involvement in school/help child with homework

Personal Goal Description: _____

_____

Assessment Data
Standardized test for state accountability - ABLE

Instrument: ABLE Test Date ___/___/___

___Complete Battery ____ Screening Battery ____ Complete Battery Section ___ Screening Battery Section

Subject Area	Level: 1, 2, 3	Form: E or F	Raw Score (# correct)	Scaled Score	Grade Level
Total Mathematics					
Total Reading					
Vocabulary					
Reading Comprehension					
Spelling					
Language					
Number Operations					
Problem Solving					
Composite					

Standardized test for state accountability - ABLE

Instrument: ABLE Test Date ___/___/___

___Complete Battery ____ Screening Battery ____ Complete Battery Section ___ Screening Battery Section

Subject Area	Level: 1, 2, 3	Form: E or F	Raw Score (# correct)	Scaled Score	Grade Level
Total Mathematics					
Total Reading					
Vocabulary					
Reading Comprehension					
Spelling					
Language					
Number Operations					
Problem Solving					
Composite					

Assessment Data
Standardized test for state accountability - GED

Instrument: GED Test Date ___/___/___

___ Official Practice Test ___ Practice Test Section ____ Actual GED
___ Actual GED Section ___ Official Practice Test (Computerized)

Subject Area	Form: Actual, AA or CC	Raw Score (# correct)	Total Score
Writing			
Social Studies			
Science			
Literature and Art			
Mathematics			
Composite (total)			

Standardized test for state accountability - GED

Instrument: GED Test Date ___/___/___

___ Official Practice Test ___ Practice Test Section ____ Actual GED
___ Actual GED Section ___ Official Practice Test (Computerized)

Subject Area	Form: Actual, AA or CC	Raw Score (# correct)	Total Score
Writing			
Social Studies			
Science			
Literature and Art			
Mathematics			
Composite (total)			

Assessment Data
Standardized test for state accountability - TABE

Instrument: TABE Test Date ___/___/___

___ Complete Survey ____ Survey - Section
___Complete Battery ____ Complete Battery - Section

Subject Area	TABE Levels L, E, M, D, A	Form: 7 or 8	Raw Score (# correct)	Standard Score	Grade Level
Reading Total					
Math Concepts and Apps					
Mathematics Computation					
Total Mathematics					
Language Expression					
Language Mechanics					
Language Total					
Spelling					
Composite					

Instrument: TABE Test Date ___/___/___

___ Complete Survey ____ Survey - Section
___Complete Battery ____ "Complete" Battery - Section

Subject Area	TABE Levels L, E, M, D, A	Form: 7 or 8	Raw Score (# correct)	Standard Score	Grade Level
Reading Total					
Math Concepts and Apps					
Mathematics Computation					
Total Mathematics					
Language Expression					
Language Mechanics					
Language Total					
Spelling					
Composite					

Assessment Data
Standardized test for state accountability - CASAS

Instrument: CASAS Test Date ___/___/___

Subject Area	Level:	Form: A, B, C, D	Raw Score (# correct)	Scaled Score
Reading - Employability				
Reading - Life Skills				
Mathematics - Employability				
Mathematics - Life Skills				
Listening - Employability				
Listening - Life Skills				
Composite				

Standardized test for state accountability - CASAS

Instrument: CASAS Test Date ___/___/___

Subject Area	Level:	Form: A, B, C, D	Raw Score (# correct)	Scaled Score
Reading - Employability				
Reading - Life Skills				
Mathematics - Employability				
Mathematics - Life Skills				
Listening - Employability				
Listening - Life Skills				
Composite				

Assessment Data
Standardized test for state accountability - BEST

Instrument: BEST Test Date ___/___/___

___ Oral and Literacy ____ Oral Only ____ Literacy Only ____ Oral Section Only

Subject Area	Form: B or C	Raw Score (# correct)	Converted Score - C	SPL/MELT Level
Oral Listening				
Oral Communication				
Oral Fluency				
Literacy Reading				
Literacy Writing				
Total - Oral				
Total - Literacy				

Standardized test for state accountability - BEST

Instrument: BEST Test Date ___/___/___

___ Oral and Literacy ____ Oral Only ____ Literacy Only ____ Oral Section Only

Subject Area	Form: B or C	Raw Score (# correct)	Converted Score - C	SPL/MELT Level
Oral Listening				
Oral Communication				
Oral Fluency				
Literacy Reading				
Literacy Writing				
Total - Oral				
Total - Literacy				

Exit Data Form

1. Class: _____ Teacher/Tutor: _____

2. **Student Name:** _____ **Date of exit:** ___/___/___

3. **Goals and Achievements:** Date Met: ___/___/___ **Category:** ___ State-Federal ___ Personal

Type: Educational

- ❑ obtain high school diploma
- ❑ passed GED
- ❑ entered higher education
- ❑ enter military
- ❑ met personal objective

Societal/Community

- ❑ receive US citizenship
- ❑ register to vote
- ❑ vote first time

Economic

- ❑ be removed from public assistance
- ❑ gain employment
- ❑ secure employment / advancement
- ❑ attain state driver's license

Family

- ❑ read more to child(ren)
- ❑ greater involvement in school/help child(ren) with homework

Personal Goal Description: _____

_____

4. **Posttest:** Posttest data is entered on the Assessment data sheet. Pre and posttests must match.

5. **Exit Level:** Based on the post test the student has:
___ stayed at the same level
___ completed his entry level.

6. **Exit status of student:**
____ Left (choose reason) ____ On hold ____ Continuing

Reason Left: Select one of the following, if more than one reason applies, select the MOST IMPORTANT reason.

- ❑ To take a job (unemployed when enrolling)
- ❑ To take a better job (employed when enrolling)
- ❑ Released from/transferred to another institution
- ❑ To enter a training program
- ❑ Met personal objective
- ❑ Moved from area
- ❑ Health problem
- ❑ Transportation problem
- ❑ Child care problem
- ❑ Family problem
- ❑ Time class is scheduled
- ❑ Location of class
- ❑ Lack of interest; instruction not helpful
- ❑ Financial problem
- ❑ Information unavailable

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